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ABSTRACT

This report shows how the study of U.S. history can be enriched by blending geography into the curriculum. Because the fields of history and geography have not been melded together in terms of curricula, often history is not taught in relation to geography and geography has tended to be taught primarily as location/place information. The report summarizes the results of a project designed to address this problem through the development of a high school U.S. history curriculum framework that offers teachers the opportunity to teach a traditional U.S. history course enriched by a consistent injection of the geographical aspects of the interaction of people, events, and ideas. It notes that the elements of the framework serve as suggestions for lessons that are rich in content drawn from both disciplines. The report is divided into four sections: (1) "Foreword"; (2) "Why History and Geography Should Be Taught Together"; (3) "How to Use This Framework"; and (4) "U.S. History and Geography Curriculum Framework" (Period 1. Setting the Stage: Before 1492; Period 2. Discovery and Exploration: 1492 to 1607; Period 3. Colonial Period: 1607 to 1763; Period 4. Revolutionary America: 1763 to 1789; Period 5. Early Republic: 1789 to 1820; Period 6. Economic Growth and Expansion: 1820 to 1861; Period 7. The Union in Crisis: 1861 to 1877; Period 8. Emergence of Modern America: 1877 to 1890; Period 9. Rise of America as World Power and World War I: 1890 to 1920; Period 10. Time between the Wars: 1920 to 1939; Period 11. World War II and American Global Preeminence: 1939 to 1957; Period 12. Technological Advances, Vietnam, and Social Upheaval: 1957 to 1973; Period 13: Cold War Climax and New World Order: 1973 to Present). Related papers are appended. (BT)

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The Best of Both Worlds: Blending History and Geography in the K-12 Curriculum.

Richard G. Boehm
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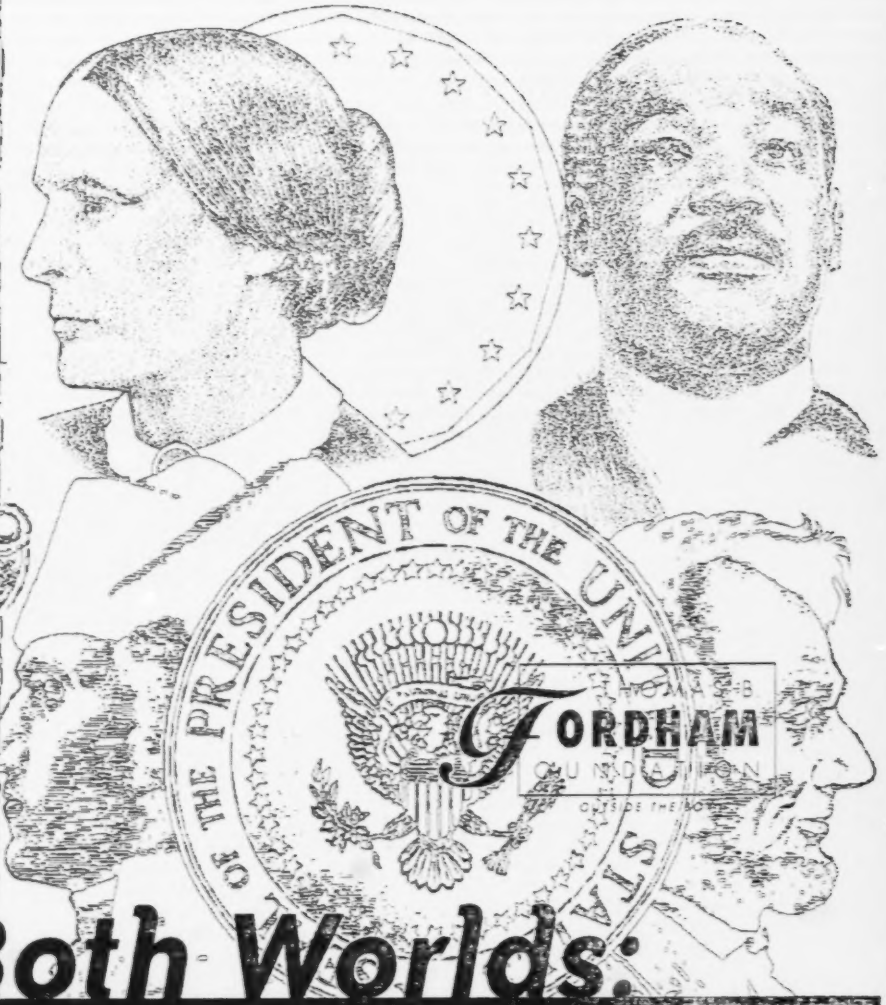

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Blending History and Geography in the K-12 Curriculum

By Richard G. Boehm, David Warren Saxe, and David J. Rutherford

February 2003

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THOMAS B. FORDHAM FOUNDATION
OUTSIDE THE BOX

A summary of *Time and Space Convergence: A Joint History-Geography Curriculum*,
published by the Gilbert M. Grosvenor Center for Geographic Education

February 2003 •

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Foreword

Geography has shaped our history in crucial ways and history has had huge impacts on geography (consider, for example, how national borders and capitals got where they are), yet today's K-12 teachers rarely teach the two subjects in an integrated fashion, and American children's understanding of both subjects suffers.

This report shows how the study of U.S. history can be enriched by blending geography into the curriculum. Its centerpiece is an innovative curriculum framework for studying the American past, a course in which each historical period is supplemented and enriched by the introduction of relevant geography.

The authors have also developed a much more comprehensive report on how history and geography can be taught together—and why that's a good thing to do. That longer document is the marble from which this shorter one was hewn. Titled *Time and Space Convergence: A Joint History-Geography Curriculum*, it can be obtained by contacting The Gilbert M. Grosvenor Center for Geographic Education by telephone at 512.245.1823 or email at jb42@swt.edu.

The authors are no strangers to the study of history and geography. Richard G. Boehm is Jesse H. Jones Distinguished Chair in Geographic Education and Director of the Gilbert M. Grosvenor Center for Geographic Education at Southwest Texas State University. David Warren Saxe is a professor of education at Pennsylvania State University and a member of the Pennsylvania State Board of Education. David J. Rutherford is associate editor of *Research in Geographic Education* at Southwest Texas State University.

They were assisted by Terry Smith and Susan Munroe of the Casados Group, Douglas C. Wilms of East Carolina University (retired), and Ellen Foster, a Ph.D. student in geographic education at Southwest Texas State.

The Thomas B. Fordham Foundation is pleased to publish this concise, accessible, and practical fruit of their labors. It continues our involvement in the strengthening of social studies education, with particular emphasis on the core disciplines of history and geography. That these subjects need the close attention of education reformers and policymakers has never been clearer. Our own review during the year 2000 of state academic standards in both subjects revealed a dismal situation. Though a few states have done an exemplary job of defining the core knowledge of history and geography that their primary-secondary students need to learn, the great majority have not. (See *The State of State Standards 2000*, edited by Chester E. Finn, Jr. and Michael J. Petrilli, The Thomas B. Fordham Foundation, January 2000, available at http://www.edexcellence.net/library/soss2000/2000soss.html.)

Nor are these subjects safely entrusted to "social studies experts." As we reviewed the woeful guidance that many of those experts were giving to teachers in the aftermath of the September 11 terrorist attacks, we came to realize that what was wrong and missing from that guidance was but the tip of a great big iceberg of curricular trouble. (See *September 11: What Our Children Need to Know*, Thomas B. Fordham Foundation, September 2002, available at http://www.edexcellence.net/Sept11/September11.html.) We intend to continue calling attention to these problems and, where we can, suggesting solutions to them. The present contribution is

both useful in its own right—a fine curricular guide for educators and policymakers that imaginatively blends the two core disciplines of social studies—and a needed reminder that this field needs urgent attention.

We learn from the National Assessment of Educational Progress, from surveys by the National Geographic Society and from a hundred other sources that American students' knowledge of history and geography is lamentably thin, that their understanding of their nation's past is weak, and that their comprehension of the world outside the United States is skimpy indeed. Yet there has never been a time when such knowledge mattered more. The United States may be the world's only superpower but it lives in a dangerous world and, to the degree that that world is "foreign" to us, we are more vulnerable to those who wish us ill. Moreover, our citizens, young and old, need to know where the United States came from, what it stands for, how it got to be the way it is, and how it responded in earlier times of peril. The young men and women going off to defend us deserve not only our gratitude and support but also our deep understanding and appreciation of what's going on and why it matters. The primary and secondary schools of the United States bear a substantial responsibility for transmitting such knowledge, understanding and—we should use this honorable word—patriotism. The place to begin is with the social studies curriculum and with history and geography in particular.

The Thomas B. Fordham Foundation is a private foundation that supports research, publications, and action projects in elementary/secondary education reform at the national level and in the Dayton, Ohio, area. Further information can be obtained at our web site (www.edexcellence.net) or by writing us at 1627 K Street NW, Suite 600, Washington, DC 20006. (We can also be e-mailed through our web site.) This report is available in full on the foundation's web site, and hard copies can be obtained by calling 1-888-TBF-7474 (single copies are free). The foundation is neither connected with nor sponsored by Fordham University.

Chester E. Finn, Jr., President
Thomas B. Fordham Foundation
Washington, D.C.
February 2003

Why History and Geography Should Be Taught Together

Almost any secondary school history teacher recognizes that "you can't teach good history without geography." In practice, however, this marriage seldom occurs. When it does, the geography tends to be simplistic, confined to looking at maps and trying to understand "where" historical events occurred. That's important for students, as far as it goes, but it does not go nearly far enough to introduce them to geography's profound influences on history itself. The fact is, geography has played a crucial role in almost all significant historical events, and geography shapes the characteristics of the places where people, events, and ideas have made history. For example, the westward-moving pioneers plainly understood the immense force that geography exerted upon their journeys. The political and strategic planners on both sides of the Civil War contended with the realities of geography as well as with their opponents' tactics.

Today, unfortunately, history and geography are the property of completely separate academic departments on university campuses, and only limited communication occurs between the two camps. This bifurcated and often polarized approach to knowledge has spread to America's K-12 schools as well, where history and geography exist as separate subjects (and geography, all too often, scarcely even exists). History courses deal with time while geography courses—when taught at all—embrace space. Geography teaching focuses on the contemporary whereas history is chronological and often stops at about the time that present-day geography begins. Consequently, the historical component is usually left out of the study of geography while history courses fail to incorporate important geographical elements. This situation handicaps learning in both disciplines and causes students not to grasp the complexities present in the dynamics associated with the human/environment interactions that both geographers and historians recognize as crucial.

Despite the fact that teachers of history and geography pay lip service to the doctrine that "you can't teach one subject without the other"—and it's not unusual to find the same "social studies" instructor teaching both—little high-quality interdisciplinary (history/geography) teaching takes place. Because the two fields have not resolved how history and geography work together, and how each complements the other, history is not taught as well as it should be and the geography that is taught tends to be merely location/place information, a superficial reflection of a rich subject area.

How to Use This Framework

This document summarizes the results of a project designed to address this problem through the development of a high-school U.S. history curriculum framework that offers teachers the opportunity to teach a traditional American history course that is enriched by a consistent injection of the geographical aspects that interacted with important people, events, and ideas. The elements of the framework serve as suggestions for lessons that are rich in content drawn from both disciplines.

Thus, for example, migration becomes more than an idea when it includes the concepts of origin, destination, transportation means, and settlement realities—the "why, where, and how" to enrich and amplify the "when." Similarly, westward expansion becomes a story influenced by questions related to the "push-pull effect." What caused Americans to move to the west? What factors made it easy for them to leave Boston, Philadelphia, and New York City? How did they make their way westward and what were the barriers as well as the roadways? How were settlers able to live off the land during the westward trek, and how did they adjust to new environments along the way and after reaching their destinations? These and many other geographic questions and answers provide the unique flavor to this project.

The framework also identifies places in the chronology of U.S. history where basic geography needs to be taught if students are to understand both the rich and complex nature of geography itself and how it has "constructed the stage on which history is played out."

The Curriculum Framework on pp. 3-34 is a matrix of space and time, a bold attempt to challenge history teachers to teach their students to learn under a new paradigm. The eras in column one of the matrix will anchor teachers and students in a familiar outline of U.S. history, but it is column two that holds the promise for a truly interdisciplinary approach to U.S. history. There the reader will find opportunities for the joint teaching of history and geography and suggestions of new ways of seeing how our history has unfolded. Ideas abound, and maps become necessary ingredients, not merely backdrops for the two-dimensional question "where?".

Column three may pose the greatest challenge to history teachers because it calls upon them to do two things for which they may have had little preparation. It suggests: (1) that some basic geography is essential to any understanding of history, and (2) that contemporary geography helps to complete the historical record of how things got to be what and where they are in our daily lives.

Will historians and history teachers embrace this innovation, a "scope and sequence" for U.S. history in which geography plays a new and major role? If they do, like the families whose wagons laboriously carried them into the American West in the 19th century, they will be pioneers. To support this approach, historians at the university level will need to include geographic education as part of the preparation of future K-12 teachers, an unfamiliar task but one with a glittering payoff. While they are at it, they might teach this way to their other college students, too. Pupils and instructors at every level need to come to grips with the combined power of history and geography. We have talked about it for years. Now we have a template to do something about it.

U.S. History and Geography Curriculum Framework for a High-School Course

This curriculum framework has three columns. The first defines the chronology and essential topics for a high-school level U.S. history course; the second displays opportunities for joint history/geography teaching and learning organized by eras and topics; and the third suggests where pure geography can be taught either to clarify the understanding of history or to extend it to contemporary times.

History Content	**History and Geography Taught Simultaneously**	**Geography Taught as a Stand-Alone Subject**
Period #1 ***Setting the Stage: Before 1492***		
a. Prehistory		➤ Physical geography of Western Hemisphere (landforms, water systems, differing climates, vegetation and ecosystems) ➤ Resources of North America ➤ Comparison of physical geography of Western Hemisphere and Europe ➤ Physical geography of the North Atlantic Ocean
b. Native populations	➤ Migrations of early peoples • Changing climate – Ice Age ends and warming begins • Bering land bridge – Removal of intervening obstacles ➤ Indian settlement locations and tribal distribution patterns ➤ Cultural characteristics of native populations and their relationships with the varied natural environments (crops grown, housing types used, clothes worn)	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
c. European foundations (Roman and Greek influences, Judeo-Christian moral precepts, Renaissance, Enlightenment, etc.)	➤ Interpret ancient maps of the "known world" and the Roman Empire. What was the extent of the "known world?" ➤ What factors limited travel during most of the Middle Ages? What changes increased travel? ➤ What was the effect of improved map-making technologies? ➤ The church as the great unifier of Western Civilization (connections, interdependence, and accessibility among places) ➤ Spread and impact of Enlightenment thinking through Europe ➤ Networks of trade and commerce in the Old World ➤ Development of towns and cities, urban structures (linear, cluster, etc.), variations of the pre-industrial city ➤ The effects of increasing European trade networks and knowledge of the East (e.g. Marco Polo and Venetian trade with China, Flanders and the Black Sea route to the Middle East, etc.) ➤ What were the nature and types of goods that Europeans sought from Eastern trade centers? ➤ Ocean travel improvements resulting from Prince Henry's efforts ➤ Application of the magnetic compass ➤ Summary and generalization of the geographic elements of the Old World and assessment of the factors that contributed to New World discovery and exploration	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	Period #2 ***Discovery and Exploration: 1492 to 1607***	
a. Reasons for discovery and conquest	➤ Barriers to the East led to exploration to the west. What was the basis for the belief that by travel toward the west one could arrive in the East? ➤ Publication of Ptolemy's *The Geography* ➤ Attraction of wealth available in other lands ➤ Desire to bring religious conversion to other lands ➤ Potential increase in status and power ➤ Why was North America viewed as a "virgin land"? Why was it called the "New World" or a "land of opportunity"? ➤ Invention and discovery of ocean-sea travel innovations, ship construction, etc.	
b. Explorers and conquerors	➤ Comparisons of various explorers. How did different motivations, skills, perspectives, etc., influence the effectiveness of the expeditions? ➤ Comparisons of various European countries. What made some countries better suited for exploration, discovery, trade, and travel? ➤ Comparisons of various explorations (routes, environments, logistics, etc.) ➤ Geopolitics – effects of the increasing scale of contact between people and people-groups (change from local and regional to intercontinental and transatlantic) ➤ Results of exploration and conquest for European peoples in the New and Old Worlds – Growing curiosity about places, a sense of adventure, and the development of skills in route selection, wayfinding, and site selection ➤ Maps of the trading routes of the Americas. Where were they located, why those locations, what places did they connect?	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
c. European settlement	➤ Entitlements to soil – Act of discovery/Act of conquest Act of Discovery: Columbus for Spain, Cabot for England, Cartier for France ➤ Comparisons of various settlements and European countries. What made some settlements viable, and what made some countries more effective at establishing settlements? ➤ What areas of the Americas were explored and settled? Why these areas? ➤ Locations and boundaries of colonies ➤ Environmental challenges associated with different colonial settlements	
d. Colombian Exchange	➤ Medical geography – origins and diffusion patterns of diseases ➤ Agricultural products – two-way trans-Atlantic interactions ➤ Technology – calendar, wheel, architecture ➤ Fashion	
Period #3 ***Colonial Period: 1607 to 1763***		
a. Motives for colonization (international politics, domestic policies, religious, economic)	➤ Mercantilism and trade • Affected early settlement patterns, organization of land and people • Identify significant physical geographic features and natural resources that became important as mercantilism evolved and associated technological inventions were employed. ➤ Motives for colonization interacted with push-pull factors • Push factors (e.g., religious persecution, population pressures, limited availability of land, forced migration of criminals)	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	• Pull factors (e.g., economic opportunities, religious freedom, civil freedom, abundant availability of land, family commitments)	
b. Coexistence/conflict between native peoples and Europeans	➤ Effects of exploration and settlement on Indian populations and European populations in the Americas (assimilation, acculturation, segregation, and decimation across space and time)	
c. Coexistence/conflict between rival European powers	➤ Boundaries and cultural contact across boundaries	
d. Expansion of the frontier	➤ Locations and boundaries of the continued explorations by the colonial powers • French exploration of the interior • British penetration west from the Atlantic coast • Spanish exploration from the south and west ➤ What were the major differences between French, British and Spanish settlements and use of land and resources? ➤ Boundaries and frontiers circa 1763 (the setting for the coming conflict between colonies and colonial powers)	
e. Founders and religions	➤ Religious differences/interactions influence history and geography (e.g. territorial boundaries, place names). ➤ Effects of religious differences and similarities on travel/trade, exploration, and settlement	
f. Socioeconomic conditions and processes (slavery, servitude, land, labor, capital, politics, power)	➤ How was trade efficiency improved or hindered by mercantilism (raw materials to Europe, slave and finished products to New World)? ➤ Physical geographic influences upon mercantile efficiency and social conditions – Triangle Trade (tradewinds and Gulf Stream influence sailing directions)	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	➤ Social effects of the changing technologies of resource exploitation, agricultural production, and manufacturing	
g. Transportation	➤ Locations of North American and European ports, the travel time between them, and the resulting constraints imposed upon colonial governance and socioeconomic relations between colonial power and colonies ➤ Significance of water transportation (e.g., St. Lawrence River as "water road" to the interior, intercoastal waterway) ➤ Beginnings of colonial road network (potentials, constraints, and interactions between physical geography and human activities)	
h. Settlements and livelihoods	➤ Land use differences • Influences of varied physical geography on regional differences in land use (agriculture, resource exploitation, etc.) • Variations by region in labor and land use intensity (New England – fishing, South – cotton, Mid Atlantic – livestock) • Ecosystem changes/expansion of human land uses (drain wetlands, replace native vegetation) • What adaptations and new inventions were applied to modify the environment for farming, fishing, construction, and other uses? ➤ European roots of American culture (architecture, farming and fishing practices, customs, other social practices and institutions) ➤ Growth of settlements – Where? When? Why there? Why then? ➤ What physical geographic features were correlated with the various colonial settlements? What influences existed between the physical geography and the settlements? (e.g. Appalachian Mountains as obstacle, fall line as a resource, etc.)	➤ Regional differences in settlement patterns • Northeast – village • South – plantation • Middle Atlantic – single homestead

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	➤ Effects of the good ports and harbors along the Atlantic coast ➤ Immigration patterns – Identify the spread of different groups of people to different regions and correlate those movements with religion, country of origin, and other recognizable characteristics. ➤ Why did different peoples settle in different regions? How well were their livelihood practices adapted to the new locations they occupied?	
Period #4 ***Revolutionary America: 1763 to 1789***		
a. Consequences of French and Indian War	➤ Geographic aspects of the war (e.g., battlefield conditions, munitions routes, climate and other environmental issues) ➤ British limited colonial territorial expansion toward the west	
b. Causes of American Revolution (events, ideas, activists)	➤ Geographic reasons for the development of communications and smuggling among individuals, regions, and colonies (e.g. irregular coastline, navigable routes along the intercoastal waterway, need for products not produced locally, etc.) interact with political and economic issues (Navigation Acts, Stamp Acts, trade regulation). ➤ What factors led to greater demand for land ownership in the colonies and the resulting push to explore the "forbidden West"? ➤ In spite of British restrictions, frontiersmen develop routes through the Appalachian Mountains (e.g., Daniel Boone and the Cumberland Gap, Ebenezer Zane and Zane's Trace). ➤ Colonists' shift from the mercantilism of British colonial policy to the development of capitalism as a local entrepreneurial invention resulting from local trade among the colonies.	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	➤ Although British law prohibited relations between the colonies and other countries, where did these develop, and why in those places? ➤ Transportation • Travel time to England hindered trans-Atlantic mercantilism but promoted local economic growth. • Communications between colonies through newspapers, trade networks, and political contacts created a sense of regional identity in the colonies as separate from England. ➤ Spread of literacy through the colonies increased knowledge of events in other colonies and abroad.	
c. Revolutionary War (leaders, morale, foreign aid, turning points)	➤ Geopolitics - French/British rivalry, German contribution to the Americans ➤ Logistics of war in the 18th century • Inability of British to adequately supply troops 3,000 miles away • Americans' local knowledge and ability to use land as a "weapon" versus English manpower and advanced technology ➤ The American coastline was 1,000 miles long and full of bays, harbors, and estuaries, which inhibited British control. ➤ Spatial distribution of the American colonies was too spread out to allow British conquering as a whole. ➤ Use by European powers and colonial leaders of wars and disputes among native peoples to establish strategic alliances over critical strategic geographic locations	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	➤ Geographic aspects of individual battles ➤ Geographic aspects of major campaigns at sea (weather, currents, depth of water, etc.) ➤ Importance of location in Revolutionary War events (sources of raw materials, water crossing points, mountain passes, etc.)	
d. Conclusion of the war	➤ New boundaries circa 1783 ➤ Effects upon the emerging American free-market economy ➤ Conflicting land claims among the various states	
e. Political heritage of U.S. system (Greco-Roman, Magna Carta, Enlightenment, etc.)		
f. Documents and debates (Declaration of Independence, Articles of Confederation, Northwest Ordinance, etc.)	➤ Organization and mapping of the new territory • Orderly surveying and distribution of land • Land Ordinance of 1785 – Township and Range System developed to establish territorial government and system of land annexation ➤ Difficulties of commerce under the Articles of Confederation	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
Period #5 ***Early Republic: 1789 to 1820***		
a. Constitution (separation of powers, Federalists and anti-Federalists, Bill of Rights, etc.)	➤ Regional differences in affected population profiles (e.g., total population, racial make-up), apportionment, the Electoral College, interstate commerce, and admission of new states ➤ Geopolitical - International relations	
b. Statesmen, party system	➤ In his "Farewell Address," what was Washington's advice to the nation in terms of national expansion and foreign relations, and how did this advice affect national policy?	
c. Evolution of Supreme Court		
d. Territorial expansion (political issues, Manifest Destiny)	➤ How did the explorers/geographers (e.g., Lewis and Clark, Zebulon Pike) conduct their expeditions? (means of travel, dangers, allegiances, local guides, etc.) ➤ What were the findings of the expeditions of the explorers/geographers and how did these reports affect government policy? ➤ What resources made the interior of the new United States (east of the Mississippi and west of the Appalachians) attractive to settlers? ➤ What factors led Napoleon Bonaparte to sell the lands that became the Louisiana Purchase to the United States? ➤ What obstacles prevented western settlement and how were these obstacles overcome? • Mountains - Obstacles (Adirondacks, Great Smoky) • Water routes – Rivers (Ohio, Mississippi)	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	• Land routes – Gaps and passes (Genesee Road, National Road) ➤ Constraints on expansion • War with Indians (battles at Fallen Timbers, Fort Mimms, Tippecanoe, and Horseshoe Bend) • Conflicts with other nations (advance of Spanish frontier from the south, War of 1812 and its battles) ➤ Eventual defeat of Indians east of the Mississippi ➤ Development of new skills (e.g., mapping, observation, investigation, data collection, sampling, recording) ➤ What was the mission of the new U.S. Navy? Where were its bases of operation?	
e. Economic expansion	➤ Growth of primary-sector economic activities as means to provide for the growing population (farming, lumber, fur trade, etc.) ➤ Effects of government land sales for low prices, credit – both total effects across the nation and effects upon local and regional areas and relative influence ➤ U.S. expansion into world economic trade (trade routes, whaling, international commerce) ➤ What areas of the United States favored or opposed tariffs and why?	
f. Early Industrial Revolution	➤ Transportation revolution and its effect on the expansion of U.S. trade and settlement • Steam engine • Road systems (e.g. coastal roads, Lancaster Pike, "Indian Trails," Cumberland Gap Wilderness Road, etc.)	➤ Resource development (Pennsylvania coal fields, mining, forestry)

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	• Canal system • Factory locations ➤ Beginnings of rural to urban migration (craftsmen in villages convert to workers in cities) ➤ Regional similarities/differences – North (capital, land, factories, trade); South (land, agriculture, slavery, trade)	
g. Socioeconomic conditions and processes	➤ Historical origins of American place names. Why were specific names selected? What can those names tell us about the landscapes and places that were named? ➤ To what extent did religious and ethnic diversity exist across the United States? ➤ Growth of plantations in the South with their characteristic land use ➤ Effects of Samuel Slater's water-powered mills on manufacturing ➤ Shift in U.S. population centers	
h. Geopolitical/ international relations	➤ Effects of foreign trade policies on American industry and commerce ➤ Effects of American international neutrality on its growth ➤ What was the level of power and influence of the new United States in world affairs? ➤ Emerging rivalry between the United States and Britain in economic and political spheres ➤ Increasing European demand for cotton affected U.S. land resources, growth of slavery, and future events.	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
Period #6 ***Economic Growth and Expansion: 1820 to 1861***		
a. Industrial, urban, and agricultural growth	➤ Population density and distribution by region (e.g., urban population increased by 500% from 1790 to 1860) ➤ Development of infrastructure and utilities for pure water, refuse disposal, housing, police and fire protection ➤ Spread of epidemics (e.g., cholera in New York, typhus brought by Irish immigrants) ➤ What regions benefited from the applications of tariffs and what regions did not? ➤ Focus on city development in Boston, New York, Philadelphia, Baltimore, and Washington, D.C., and establishment of cities in Midwestern and far-western regions ➤ Focus on the development of small cities as correlated with the locations of water power and transportation systems. ➤ Development of nested hierarchies of cities along the Eastern Seaboard – financial centers controlling smaller centers where manufacturing, trading, banking, canals, roads, railways, and harbors were found ➤ Regional competition for economic growth (e.g., New York as gateway to the west via Hudson River and Erie Canal versus Philadelphia and Ohio attempting to establish a canal and portage system) ➤ Impact of new technologies on agriculture and the ripple effects of those changes on society	➤ Inventory of nature and location of resources in North America

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	➤ Relationships between the lumber and steel industries (e.g., location of forests in relation to steel production, denudation of forests in steel production areas) ➤ Effects of expanding rural to urban migration • Craftsmen and farmers in villages convert to urban workers • Increase in wage economy versus local trade and barter • Increasing percentage of employment in secondary (manufacturing) sector and decreasing percentage of employment in primary (agricultural) sector • Industrial output began to rival that of farms and plantations ➤ The shift from classical icons of power (e.g., defiant eagles) as symbolic of American liberty to pictures and posters displaying images of rich fields, factories, and merchant ships as the fruits of American liberty	
b. New immigrants	➤ Geopolitical push-pull factors • Irish famine, Central European revolutions • Opportunity for work, land, and freedom in United States ➤ Cultural contact between diverse ethnicities & religions led to conflict	
c. Attempts at reform (labor issues, women's rights, asylums, etc.)	➤ Geographic location of movements, and reasons these movements arose in these places	
d. Jacksonian era (political campaigns, white male suffrage, Trail of Tears)	➤ Numerous native people groups were forced out of familiar environments to alien landscapes (e.g., Seminoles, Cherokees, Choctaws) ➤ Map election results and voting distributions, and correlate these with sociocultural factors and emerging perceptual regions.	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
e. Westward migration (war with Mexico, Gold Rush, Indian wars, etc.)	➤ Geographic influences on the various wars and battles ➤ Factors that attracted the "next generation" of settlers to the West • Voluntary migration to gold fields • Popular perception of the western frontier (idyllic portrayal of West in both visual, literary and performing arts) • Rich resources (land, timber, minerals, etc.) of the West ➤ Indian tribes native to lands east of the Mississippi experienced impacts of forced migration to lands west of the Mississippi that possessed drastically different landforms, climate, vegetation, and natural resource base. ➤ Physical geographic influences on the routes of the Oregon and Santa Fe Trails ➤ Geographic influences for new centers of growth and settlement (Where were the centers? Why were they in these locations?) • Growth in the Ohio Valley (Ohio was the 3rd most populous state by 1840s.) • Growth in the Missouri Valley • Settlement and development of Texas • Expansion in Oregon and California ➤ Effects of increasing and rapid occupation of the West affect natural ecosystems and human interactions. ➤ The geographic extent and source for Manifest Destiny • The geographic extent of the land covered by Manifest Destiny • The extreme positions of Manifest Destiny (William Walker, Ostend Manifesto)	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	• Geographic aspects of protecting American interests (sea travel, defensible borders, access to resources) • The effect of Manifest Destiny in settling and developing the West • War with Mexico, Texas Republic, California Republic, and Indian Wars as fruits of Manifest Destiny ➤ Demographic pressures propel migration. • Difficulty of farmers to pass on (through inheritance) adequate intact-arable land to children (Connecticut example) • Soil exhaustion reduces carrying capacity of the land (e.g., Maryland tobacco lands) ➤ Army Corps of Topographical Engineers – mapping/exploring for military and civilian purposes ➤ Role of technological innovation in westward expansion • Application of steel plow to farm the western prairie • Barbed wire protected agriculture from grazing animals • Cattle drives dependent upon physical environment and railway technology • Railroad expansion influenced settlement and economic patterns (e.g., functional regions and hierarchies of places developed around train depots).	
f. Slave society	➤ Underground Railroad • Navigational tools included constellations, song lyrics, landmarks. • Religious geography (location of Quaker settlements)	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	• Proximity to embarkation terminals increased rate of migration. ➤ How did geographic factors and features influence where slavery would grow and spread? ➤ Map the growth and spread of slavery from 1820 to 1860, and correlate this spread with other physical/environmental and sociocultural factors and with emerging perceptual regions.	
g. Failure of attempted compromises	➤ Balance of slave vs. free states	
h. Improved transportation and communications systems	➤ Emerging technologies/methods and their effects • Pony express – more rapid connections with the distant West • Telegraphy – near instantaneous communication • Railroads – ability to haul heavy goods and large numbers of people • Canals – succeeded in some places, failed in others ➤ Various networks of trade (Boston's mills and Southern cotton) ➤ Compare and contrast the four railroad routes selected as potential main rail arteries to cross the continent to the Pacific as authorized by the 1853 Army Appropriations Act. ➤ Trace the routes and physical geographic settings of the major western trails – Santa Fe, Spanish, California, Mormon, Great Salt Lake, and Oregon ➤ The value of a sea route through the Central American isthmus connecting the Caribbean Sea and Pacific Ocean	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
Period #7 ***The Union in Crisis: 1861 to 1877***		
a. Abraham Lincoln (election, plea for peace/compromise, secession)	➤ Differing geographic patterns of slave and free states	
b. Civil War	➤ Compare and contrast North versus South industrial capacity (both had a full range of industrial capacity but North had 81% of total U.S. production and the South only had 19%). ➤ Compare and contrast North versus South agricultural base. ➤ Compare and contrast North versus South infrastructure base (e.g., rail lines, road networks, communication networks). ➤ Compare and contrast North versus South resource base and products. • North – textiles, iron and steel, flour, lumber mining. Major centers at New York, Baltimore, Philadelphia, Chicago, St. Louis • South – lumber, mining, iron and steel. Major centers at Richmond and New Orleans ➤ Examples of where geography influenced major Civil War battles on land and sea (e.g., hills, woods, rivers, plains, valleys, and coastlines influenced such things as supply lines and other logistical supports, military fortifications and defenses, and domestic infrastructure) ➤ Trace the troop movements, logistical requirements, and the associated physical environments of various commanders.	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	• North – McClellan, Grant, Meade, Joseph Hooker, Ambrose Burnside, William T. Sherman • South – Braxton Bragg, Joseph Johnston, Jon B. Hood, Jackson	
c. War and Lincoln's aims (Emancipation Proclamation, 13th, 14th, and 15th Amendments)	➤ Demographic changes • Blacks migrating north • Black population now counts fully for apportionment	
d. Reconstruction	➤ "Solid South" election pattern develops (Southern states vote along similar patterns). ➤ Migration of carpetbaggers and greenhorns to the South and West in search of economic opportunities ➤ Destruction of the Southern plantation economy and the rise of the industrial North, and the long-term implications of these events	
e. International relations (French invasion of Mexico, Seward's Folly, etc)	➤ Monroe Doctrine – exposes different perceptions of regions and places ➤ Explorers and naturalists open up and study the western territories (e.g., Clarence King, John Wesley Powell, Ferdinand Hayden) ➤ How did the government continue to attract immigrants from abroad in spite of the war? ➤ Expansion of U.S. trade networks throughout the world ➤ Design and laying of the trans-Atlantic cable connecting the United States with Great Britain and Europe	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
f. Continued westward expansion (Homestead Act, Morrill Act)	➤ Distance decay – difficulty in governing at a distance ➤ Completion of trans-continental railroad (Golden Spike) and the importance of this event in both symbolic and in real effects ➤ How did spanning the Ohio (Cincinnati, 1867) and Mississippi (St. Louis, 1874) Rivers with bridges affect travel, trade, expansion, settlement, and manufacturing? ➤ Continued growth of ranches and cattle production networks ➤ Expansion of agriculture in the West ➤ Indian Wars begin occurring west of the Mississippi, and Indians are moved to reservations. ➤ Problems associated with governing the distant Western territories from Washington, D.C. ➤ The replacement of the Shawnee Trail with the Chisholm Trail (used to move cattle to Eastern markets) ➤ Compare and contrast the reality of life in the West with the myth of the "Wild West".	
g. Changes in the fabric of American life	➤ Cheap land created the world's largest nation of independent farmers at the same time that industrialization was rapidly changing social, economic, and cultural conditions. ➤ Industrial specialization forced formally self-sufficient communities to rely on neighboring towns and cities. ➤ The growth of transportation and communication systems stimulated the growth of cities and curtailed some economic autonomy in small towns (e.g., railroads and Chicago slaughterhouses reduced such operations across the prairies).	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	➤ How did the distribution of citizens by race, nation of origin, age, and gender change after the Civil War?	
Period #8 ***Emergence of Modern America: 1877 to 1890***		
a. Expanding economic growth (industrial, agricultural, transportation, etc.)	➤ Increasing rate of urban growth: • Impact of railroads on the growth of industry and the spread of urbanization. • New centers of population grew across the region that was to become known as the Midwest. • Growth and rebirth of Southern cities ➤ Agricultural revolution/resource development: Mechanization increases yields and frees labor to move to work in factories. ➤ Impact of imported species on environment (e.g., gypsy moth) ➤ Demographic transition: Improved health and public services reduce death rates while economic growth encourages reduced birth rates. ➤ Continued population and demographic shifts across the nation ➤ Continued invention and improvements in technology ➤ Geographic growth and spread of Rockefeller's Standard Oil as America's first modern monopoly (acquisition of refineries, oil fields, railroad options, price fixing) ➤ Growth and spread of Andrew Carnegie's steel company along with other steel operations:	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	• Locations of basic ingredients of steel: iron ore (Great Lakes regions), coal manufactured into coke and lime (Pennsylvania), manganese (Virginia) • Growth of steel and coal production in the South (especially in Alabama and Tennessee) • Locations and interactions among the transportation networks that delivered ingredients to steel plants ➤ Compare and contrast the post-Civil War industrial revolution in the South with the pre-Civil War industrial revolution in the North.	
b. New world of business (Wall Street, capital boom, The Gospel of Wealth, etc.)	➤ Geographic prerequisites for this new world of business: • Availability of cheap raw materials • Abundant food supply (see Agricultural Revolution in point "a" above) • Few to no foreign enemies • Good water supplies • Requisite energy supplies	
c. Labor (grievances, strikes, conflicts, etc.)	➤ Location of company towns and the resulting patterns of power	
d. Closing of the American Frontier (Frederick Jackson Turner's thesis using 1890 census)	➤ Limits on population in the West: • Although permanent settlements extended across American territory, population density varied • Population density per total acreage compared to population density per arable acreage	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	➤ Questioning the idea of the limitless frontier ➤ Natural hazards (e.g., extreme weather, droughts, soil loss) affected the lives of farmers, ranchers, and miners across the West.	
e. Social/cultural/political events and issues	➤ Geographic spread of women's rights lobby groups	
f. International relations	➤ Continued and increasing expansion of America's international trade networks and influence/interaction on a global scale ➤ America's increasing interests and concerns in lands beyond the continental U.S. (beginning with the Samoa Treaty of 1878)	
Period #9 ***Rise of America As a World Power and World War I: 1890 to 1920***		
a. Populist movement (farm subsidies, redistribution of wealth, election reform, etc.)	➤ Geographical distribution of Populist power (West and South) due to support for farmers, restrictions on immigration, public ownership of railroads)	➤ Development of agricultural regions ➤ Uniform regions based on physical and cultural characteristics
b. United States as a world power (imperialism, Spanish-American War, etc.)	➤ Geopolitical issues influence U.S. imperial motives. • The weakness of Spain allows opportunities in Cuba and the Philippines. • Increasing imperialistic aims of European powers fostered American resolve in Latin America (e.g., Monroe Doctrine, Roosevelt Corollary). • The Marxist revolution in Russia fostered American nationalism. ➤ U.S. global military expansion	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	• Development of the United States as a sea power (Alfred Thayer Mahan) • U.S. movement into strategically important places (e.g., Hawaii, Guam, Panama, etc.)	
c. Progressive movement (reforms, Theodore Roosevelt, etc.)	➤ National Park System • Preservation, conservation, and development debates (John Muir was a preservationist, Gifford Pinchot was a conservationist) • Yosemite Valley was preserved but the equally majestic Hetch Hetchy Valley was submerged as a water supply reservoir for San Francisco.	
d. Immigration (unprecedented migration, assimilation, etc.)	➤ Migration (push-pull factors) • Push – political persecution, conscription, poverty, religious persecution • Pull – opportunities in America • Chain migration – role of political machines and patronage ➤ Expansion of a multicultural society • Differences between "old" (relatively homogenous) versus "new" (characterized by extraordinary ethnic diversity) immigrants • Settlement in urban areas of Northeast and Midwest	
e. World War I	➤ Geopolitical and geoeconomic networks: The need by both Allied and Axis powers for trade with the United States to secure resources led to Atlantic naval conflict and U.S. involvement. ➤ War-induced technological improvements • Transportation (tanks, autos)	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	• Communication (radio) • Manufacturing (factory system) • Beginning of air power (especially for reconnaissance) ➤ United States emerges as global peace broker	
f. Postwar isolationism (Wilson's defeat, rejection of League of Nations, etc.)		
g. Postwar economic boom	➤ Increasing role of the United States in international economic trade	➤ Time zones enacted in the United States.
Period #10 ***The Time Between the Wars: 1920 to 1939***		
a. Social expansion ➤ Women's suffrage (19th Amendment) ➤ NAACP, Marcus Garvey		
➤ Birth control	➤ Demographic engineering	
➤ Free public education	➤ Rural/urban dichotomies	
b. Cultural expansion ➤ Mexican immigration	➤ Migration patterns change from rural to urban	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
➤ Emergence of pop culture (Harlem Renaissance, film, sports stars, etc.)	➤ Regular commercial radio broadcasts ➤ Emergence of Los Angeles and West Coast as urban/cultural center – rise of movie industry	
➤ Proliferation of automobiles (Federal Highway Act)	➤ The growth of the highway system improved interstate and national connectivity. ➤ Growth of roads improved inter-urban and regional connectivity and fostered the development of suburbs.	
➤ Underside of cultural expansion (KKK, nativism, race conflict, poverty)		
c. Economic expansion and prosperity (1922-1929, industrial efficiency, social and economic changes)	➤ Change from steam power to electric power in manufacturing allowed greater flexibility in site locations. ➤ Urban residents become the majority in the United States; rural becomes the minority. ➤ Provision of residential utilities improved ➤ Improved nutrition due to better transportation and technology • Refrigerated railroad cars promoted the eating of fresh fruits and vegetables. • Expansion of the canning industry generated more widespread distribution of vegetables.	
d. Great Depression/Dust Bowl (monetary and fiscal policy problems, 1929 crash, New Deal)	➤ Dust Bowl – Migration from Oklahoma to California • Forced migration • Culture transplanted with the migrants	➤ Soil erosion, straight row plowing, clear field harvesting, recurring droughts, dry winds

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	➤ Economic depression • Global connections affected the entire world economy. • Development of Hoovervilles ➤ New Deal - CCC, WPA, TVA • Watershed management (e.g., flood control, hydroelectric power, swamp reclamation) • Conservation (e.g., local parks development, reforestation, soil conservation) • Infrastructure development (e.g., bridges, airports, roads, electric power)	➤ Conservation, watershed management, low-impact agriculture, sustainability
Period #11 ***World War II and American Global Preeminence: 1939 to 1957***		
a. Precursors (dictatorships in Japan, Germany, Italy; U.S. isolationism)	➤ International relations: United States implements Neutrality Acts affecting trade and travel as well as ethnic settlement at home.	
b. World War II	➤ Threat to sovereignty of U.S. territory (Hawaii, Alaska, California, Texas) ➤ Wartime industrial production – boom towns and widespread movements of people (including racial minorities) ➤ The scale of destructive effects of weaponry increased with development of more powerful technologies, up to the atomic bomb. ➤ War logistics (prominence of air power, aircraft carriers, oceanography, weather prediction, etc.)	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
c. Containment of communism (Marshall Plan, NATO, UN, etc.)	➤ Emergence of global-scale competition between United States as leader of free world and USSR as leader of communists	
d. Postwar prosperity (faith in progress, home ownership)	➤ Fair Deal programs generated regional and sectoral redistribution of wealth (i.e., from corporations, businesses, and suburban areas to inner cities and rural areas) ➤ Increasing growth of suburbs, decline of family farm ➤ Population dynamics • Baby Boom begins • Population of children (<15 years of age) increases • Population pyramids ➤ Multiple nuclei model of urban morphology ➤ Green Revolution	➤ Population dynamics
e. Affluent and mobile society	➤ Vacation travel ➤ "Drive-in" businesses ➤ Beginning of Frost Belt to Sun Belt migration ➤ Commercial air travel	
f. Beginnings of civil rights (*Brown v. Board of Education*, Montgomery bus boycott, Little Rock, etc)	➤ Regional differences in racial inequity and attitudes toward racial differences	

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
Period #12 ***Technological Advances, Vietnam, and Social Upheaval: 1957 to 1973***		
a. Intensification of Cold War	➤ Domino Theory – effects on U.S. foreign policy of the proximity influence of communists in Asia and Latin America ➤ Reasons for and implications of military buildup/space race (e.g., Intercontinental Ballistic Missile trajectories and distances, Distant Early Warning System, potential for satellite surveillance and weapons in orbit over the Earth) ➤ Peace Corps	➤ Great circle routes, polar map projections, and the short distance between the United States and the Soviet Union over the North Pole
b. Technological improvements	➤ Television's effects around the world ➤ Satellite communication and a shrinking world ➤ NASA and geographic research ➤ Resource development and use for plastics and chemical industries ➤ Diffusion of new antibiotics and vaccines	➤ Improved Earth imaging – aerial photography, satellite images
c. Vietnam War	➤ Human/environment interaction (Agent Orange, napalm, etc.) ➤ Cultural contact/conflict ➤ Evaluate the effectiveness of high-tech weaponry and tactics.	➤ Tropical ecosystem
d. Social upheaval (civil rights, assassinations, disillusionment)	➤ Migrant farm worker movement (migration patterns and regional distribution) ➤ Counterculture movement – hippies and communes (migration patterns and regional distribution) ➤ Selective Service (draft dodgers, regional inequalities in draft boards)	➤ Sense of place as reflection of social conditions (Berkeley, Woodstock, etc.) ➤ Polynucleated models of urban morphology

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
	➤ Ghetto crowding and race riots ➤ Regional differences in resistance to change in race relations ➤ Baby-Boomer generation effects (need for schools and other government services, growth of child-oriented goods and services, etc.)	➤ Growth of placelessness - Generic landscapes of consumption
e. Environmental upheavals	➤ Human/environment interaction – the recognition and responses to environmental pollution (Water Quality Improvement Act, EPA, Clean Air Act) ➤ Legislation against pesticide (DDT, etc.) ➤ Spread of nuclear weapons ➤ Spread of nuclear power ➤ Oil crisis	➤ Renewable and non-renewable resources ➤ Environmental ethics ➤ Earth as a closed system (views from space)
Period #13 ***Cold War Climax and New World Order: 1973 to Present***		
a. Final chapter of American-Soviet competition	➤ Proxy conflicts increase in Third World trouble spots (e.g., Central America, Iran, Afghanistan) ➤ U.S. resolve increases and Soviet Union collapses	
b. Environmental issues	➤ Toxic wastes and clean-up	➤ Acid rain (Dying trees and increasing pH in rivers and lakes in northeast United States and Canada) ➤ Biodiversity (Everglades, Pacific Northwest salmon, Hawaii)

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
		➤ Environmental/economic tradeoffs (hydrocarbon fuels versus global warming, spotted owl ecosystem versus logging interests) ➤ Global epidemics (AIDS, flu, tuberculosis) ➤ Natural disasters (Hurricane Andrew, Mount St. Helens) ➤ Oil spills (Exxon Valdez, Galapagos 2001) ➤ Nuclear waste/plants (Three Mile Island, Chernobyl) ➤ Hazardous wastes (Love Canal, Superfund programs) ➤ Bioregionalism
c. Economic issues	➤ Rapidly increasing global interdependence and connections ➤ Rust Belt to Sun Belt changes ➤ Decline of agriculture and manufacturing versus rise of service industries	➤ Technology/information-based global society (Internet, electronic banking and stock trading) ➤ Supranational trading blocs (EU, NAFTA, GATT) ➤ Outsourcing and post-Fordism (reduction of permanent workforce and rise of contractors, fall of company towns) ➤ Primary, secondary, tertiary industries

History Content	History and Geography Taught Simultaneously	Geography Taught as a Stand-Alone Subject
d. New World Order	➤ United States as single world superpower	➤ U.S. mediator role in world regional conflicts (Mideast, Balkans) ➤ Global diffusion of American culture (Coca Cola, *Baywatch*, *Dallas*, Levi's)

Appendix

At the outset of this project, the Gilbert M. Grosvenor Center for Geographic Education commissioned a series of four investigative essays designed to search the relevant literature and set forth the logic of joint teaching and learning of history and geography. These papers provide the philosophical and conceptual underpinnings of this project. Written by highly respected scholars in the fields of history and geography, they appear as a special issue of the *Middle States Council for the Social Studies 2001 Yearbook.** These scholarly surveys are first-rate and their authors deserve enormous credit for drawing attention to the critical interface of history and geography. They are listed here separately because, without their contributions, the overall project would have lacked a strong foundation. The authors of the present report owe each of these scholars a continuing debt of gratitude.

Walter A. McDougall, University of Pennsylvania.
Geography, History, and True Education.

Brian W. Blouet, Fred Huby Professor of Geography and International Education, College of William and Mary.
Approaches to History and Geography.

Paul Gagnon, Boston University.
Essential History Content for K-12.

Pat Gober, Arizona State University.
Essential Geography Content for K-12.

An additional essay, to be published as a monograph, was written by project co-director David Warren Saxe. It focuses specifically on U.S. history, and provides essential topics in a chronological order that emphasizes the concepts of land and liberty, i.e., that underscores both the geographical issues and the governing principles that provided the genesis and growth of the American nation.**

* Copies of the *Middle States Council for the Social Studies 2001 Yearbook* are available for $12 (US Dollars) through the office of the Treasurer, MSCSS, Rider University, 2083 Lawrenceville Road, Lawrenceville NJ 08648.

** This is available through the Gilbert M. Grosvenor Center for Geographic Education, Southwest Texas State University, 601 University Drive, San Marcos TX 78666. Cost is $30 (US Dollars).

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